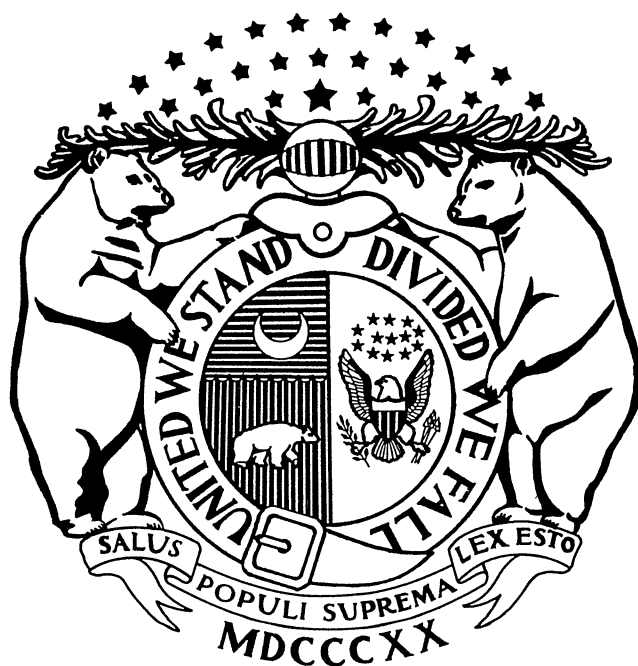
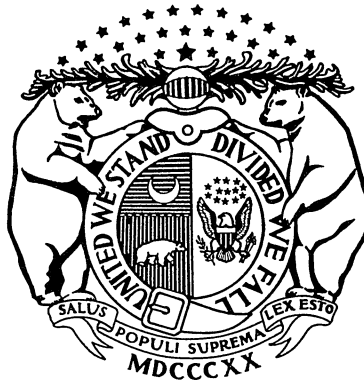


Missouri's Hispanics: An Emerging Minority



**The Governor's Advisory Council
on Hispanic Affairs
December 1980**

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The Governor's Advisory Council on Hispanic Affairs

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Introduction

The Hispanic population in the United States is estimated at 18.5 million people. Since 1970 this population has increased 65 percent compared to a rise of 9.6 percent for the total United States population.¹ Migration patterns as well as natural increase indicate that the Hispanic population will continue to increase at an accelerated pace and will become the nation's largest minority by the end of the decade.

The United States has the 4th largest Spanish speaking population in the western hemisphere and is the 5th largest Spanish speaking country in the world. It is projected that in 20 years two of three inhabitants in the western hemisphere will be of Latin American extraction and that the number of people living south of the United States border will be one billion.

Eighty-five percent of Hispanics in the United States live in metropolitan areas with one-half of all Hispanic families living in the central cities as compared to one-fourth of all non-Hispanic families. The average number of persons per family among Hispanics is 3.9 and among non-Hispanics 3.3 as of 1978. Nearly 15 percent of Hispanic families have six or more, over double the percentage of non-Hispanic households.²

Eighty percent of all Hispanics live in households where Spanish is usually or sometimes spoken with about one-third of that number living in households where Spanish is usually spoken.³ Generally, Hispanics are younger than the total white population. The median age for Hispanics in 1978 was 22.1 years compared with 30.6 years for whites.⁴

The Midwest Hispanic population numbers approximately 4 million. It is estimated that there are nearly 200,000 Hispanics in the State of Missouri. This represents a highly significant increase of nearly three times that of the population some 15 years ago. A distinctive feature of Hispanics in this region is that all major Spanish speaking ethnic groups are substantially represented. Their linguistic and cultural diversity presents the state with a unique set of circumstances.

In order to gain an understanding of the needs of this growing segment of our state's population, Governor Joseph P. Teasdale issued an Executive Order on August 14, 1979, creating the Governor's Advisory Council on Hispanic Affairs.

Background

The Governor's Advisory Council on Hispanic Affairs is comprised of 15 members who have been charged with assessing the status of Hispanic Americans in the State of Missouri. They are to make recommendations to the Governor, to state agencies and to the legislature in areas of specific concern to the Hispanic community. Funding for the Council is provided by a grant authorized by the Intergovernmental Personnel Act of 1970, U.S. Office of Personnel Management.

Particular attention has been given to the effectiveness of state government services in the critical areas of education, employment, health care, housing, economic development and administration of justice. For several months, the Council and staff have been collecting data relevant to an understanding of the Hispanic population.

In the short time of its existence, the Governor's Advisory Council has become an important information source for state officials and state agency personnel. It is quite apparent by the number of inquiries which have been made that there is an increasing need by policy makers and program managers for information regarding this group.

The Council also organized activities in the Capitol Rotunda during September, when the Governor proclaimed the week of September 14 as Hispanic Heritage Week. Traditional Mexican and Bolivian dances were performed by members of the Hispanic community of St. Louis to an audience of several hundred school children, state agency personnel, legislators and their staffs and area residents. A photographic exhibit portraying Hispanic life in Missouri was on display in the Rotunda for several weeks. These activities were funded by a grant from the Missouri Arts Council and private donations.

In response to a critical need by Missouri's elementary and secondary school districts, the Council coordinated a Workshop for teachers and administrators on "Teaching English to Speakers of Other Languages." The event was held at the University of Missouri-Columbia, and was of assistance in providing teaching methods and resource materials for teachers of limited English speaking and non-English speaking students of all ethnic backgrounds. Cosponsors of the event with the Council were the Missouri Department of Elementary and Secondary Education and the University of Missouri-Columbia.

The major work of the Council, however, has centered around the assessment of the needs of the Hispanic community and the effectiveness of state programs in meeting those needs. The report presented here is an initial step in this endeavor.

The nature and scope of Hispanic community needs and problems in Missouri was addressed by the Council on five levels: open meetings, questionnaires, interviews, research and council discussions. Town Hall meetings were held in Kansas City and St. Louis, questionnaires were sent to over 22 Hispanic organizations in Missouri, interviews were conducted by Social Science consultants in the metropolitan areas and relevant data was collected in the target areas mentioned.

The result of this effort has been the documentation of several critical facts: 1) the Hispanic population is not effectively participating in available programs; 2) the implementation of these programs is often inadequate to the needs of the community; and 3) there exists a vital need for the collection of data by state agencies regarding the Hispanic community, for effective program planning and the subsequent carrying out of these programs.

Missouri cannot economically afford to continue programs which because of inadequate planning or implementation fail to adequately address the problems of targeted groups.

Conclusions

Reliable projections indicate that Hispanics will soon be the nation's largest minority population. Missouri today has the opportunity to prepare to meet the challenge which this situation will create. This responsibility is significant and multifaceted.

All segments of the population should be given equal access to those institutions which will enable them to participate in the mainstream of American life and afford them the opportunity for personal adjustment, social integration and upward economic mobility.

There is an astonishing lack of data on the makeup of Missouri's Hispanic community. Given the rapidly growing size of the population this socially significant data is urgently needed for effective future planning by relevant provider institutions.

Solid program planning by these institutions is vital to the successful delivery of human services. This will entail the evaluation of 1) the groups's needs, 2) the availability of established services to them and 3) their utilization of these services.

Lack of participation in established programs is a key problem for minority groups. It may be attributed to a wide variety of cultural, economic or geographic factors which serve as direct or indirect barriers to participation. The assessment of participation in existing programs by the target group is a primary requisite for realistic program planning and development.

Agencies responsible for program administration and service delivery may be unaware of the existence or extent of existing barriers or they may be unconcerned with such considerations. In any case, public programs which fail to responsibly reach identifiable groups cannot be considered successful.

An important factor which must be understood by policy makers is that the rate of assimilation of the Hispanic community will undoubtedly continue at a slower rate than was the case with European immigrants. A major difference lies in the proximity of the homeland of Hispanics. The continuous in- and out-migration which they experience is in part due to the close physical and psychological ties which are maintained.

The labor market which immigrants find today, is also quite different from previous years. Today's demand is for highly skilled workers to meet the demands of a highly technological society. A technical knowledge of English has become essential to economic and social mobility. Early European immigrants to this country, found a ready labor market for relatively unskilled workers whose competence in English was not critical.

The State of Missouri has the responsibility to meet the needs of this growing segment of the state's population. More than ever before we need all our human resources functioning at top capacity.

★ The initial step must be the creation of an ongoing Governor's Advisory Council on Hispanic Affairs. This body is an essential liaison between the Hispanic community and state government and is of invaluable assistance in advising the Governor, state agency personnel, and legislators in areas of concern to the Hispanic community.

★ In the area of Education, statistics reveal an unacceptably high attrition rate for Hispanic students. In the Kansas City School District this dropout rate was 73 percent for Hispanics as compared with 23 percent for white students and 42 percent for blacks. Hispanic students are also much more likely to be behind the appropriate grade level for their age than non-Hispanics. Solutions to these problems must be formulated. Increased numbers of teachers qualified to teach cultural minority students and limited and non-English speakers are urgently needed by Missouri's elementary and secondary school districts. It is vital that our state Department of Elementary and Secondary Education provide personnel to coordinate in-service workshops and to assist in curriculum development and distribution of instructional materials for limited and non-English speakers.

★ The Employment area must also be addressed. Statistics show Hispanics concentrated at lower salary levels with little upward mobility. In 1977, 20 percent of all Hispanic families have incomes below the poverty level as compared with 9 percent for non-Hispanic families.⁵ Of the 40,000 state government employees as of December 1979, only 135 were Hispanics.⁶ Increased recruitment and hiring of qualified Hispanics at all levels is essential and promotional practices should be studied.

★ In the area of Health Care Services, it is essential that the state begin to compile pertinent data regarding the participation of Hispanics in existing programs. The effectiveness of those programs should also be addressed. Involving members of the Hispanic community in program planning and as caseworkers will bring the cultural sensitivity and Spanish language competence necessary especially when dealing with older citizens and those who have recently arrived in this country.

★ The continued Economic Development of the Community is extremely important. The number of Hispanic-owned businesses in the state is rapidly increasing. Additional financial and advisory assistance may be necessary if these businesses are to succeed.

★ Increased Housing is necessary due to dislocation caused by new freeways and new industry in the metropolitan areas. Community-run development programs already in existence must be continued. These have proven to be quite successful.

★ In the area of Administration of Justice, a need exists for court interpreters at the state level as has been instituted in federal courts. This promotes fair and equal treatment of limited English speaking or non-English speaking defendants. Increased numbers of Hispanics on metropolitan police forces have reduced instances of prejudicial treatment towards the Hispanic population and this should continue to be encouraged by recruiters of both state and local law enforcement agencies.

Congressman Edward R. Roybal, Chairman of the Congressional Hispanic Caucus stated:

"Hispanics are not looking for special treatment or cultural separatism. They are seeking self-determination and equity in the American system of government. Our nation can only benefit from full Hispanic participation, for America's strength lies in its diversity."

Education Elementary & Secondary

Background

Approximately three million Hispanic children were enrolled in elementary and secondary schools in the United States in 1976, representing 6 percent of the total public school enrollment.⁷ Currently the second largest minority group in the nation's public schools, Hispanics are underrepresented as teachers and counselors and in decision-making positions such as those of principal and school board members. Data from the Equal Employment Opportunity Commission Survey shows that only a small percent of school employees are Hispanics.

A recent St. Louis study conducted by the Conference on Education of successful education programs in 68 public and private schools in St. Louis and St. Louis County revealed that the most learning takes place when teachers have confidence not only in their teaching but also confidence in their student's ability to learn. It was pointed out that very often students have a negative self-image and that this must be changed in order for the child to be successful in the learning process. While there is not evidence to indicate that majority teachers are unable to teach minority children, it has been found that majority teachers sometimes hold negative attitudes toward minority children and that teacher's expectations can affect student achievement.⁸

Nationwide figures show that Hispanics ages 14-19 years are twice as likely as white students not to have completed high school. Recent figures from the Kansas City School District show the Hispanic high school dropout rate to be 73 percent in comparison to 23 percent for white students and 42 percent for blacks.⁹

Equally as startling as that figure, is a nationwide statistic which shows that of Hispanics ages 14-25 who had not completed high school in the spring of 1976, 29 percent had not completed the 8th grade, 31 percent had completed only the 8th or 9th grade, and 40 percent had completed the 10th grade. In contrast to this, among non-Hispanics, 57 percent had completed the 10th grade, 36 percent had completed the 8th or 9th grade and only 9 percent had not completed the 8th grade. Persons with Spanish language backgrounds enrolled in grades 5-12 as of 1976 were about twice as likely to be two or more grades below the grade levels expected for their ages as were those with English language backgrounds.¹⁰

The interpretation of these statistics by the National Center for Education Studies is that though some of these people are recent immigrants, the majority are products of several generations of inappropriate education where the parents never learned English well and consequently their children did not either. The full extent of language problems begins to manifest itself in the middle grades where thought concepts become more complex. Students at this point begin to fall farther and farther behind and many then simply drop out of the system.

Interviews revealed a considerable concern by parents that their children receive a sound education where the basics are stressed and any deficiencies corrected.¹¹ It is felt that another generation of children will be lost if a concerted effort is not put forth by local districts to provide this basic education for all of its students.

Reasons Posited for Failure

Prevailing educational theory ascribes the failure of minority children to the shortcomings of the children or to characteristics of their families. As a consequence, a norm of lower achievement has unfortunately gained widespread acceptance among staffs and researchers. This interpretation has attained the status of a self-evident truth among some.

Most "Education for the Disadvantaged" operates on what has been called a "deficit model," which sees the minority group (including the lower class) child as having no true culture of his own, but as simply being deficient in middle-class modes of speech, behavior and cognition, which are tacitly taken as representing the only "real" culture. "This failure to recognize the cultural integrity of minority groups vitiates the results of most of the very studies which form the foundations of educational programs for these groups."¹²

While children of each ethnic minority have distinctive problems, their greatest common problem is the persistent failure of schools to accept them as they are and to go on from there. In the case of Hispanics, the added factor of language difference is converted into a learning handicap when it could easily become an educational advantage.

The capacities of Hispanic youth are left underdeveloped by schools. Teachers simply do not expect them to learn as much as Anglo children. Indeed, the well-meaning but misdirected teacher is more likely to be concerned with doing something so that the Hispanic child should not feel inadequate instead of doing something so that the child would stop being inadequate.

Language Barriers

Language capability has a direct effect on a student's academic performance. It is his key to elementary education, to post-secondary education, to successful employment, to finding appropriate health care services, and so on. In this country nearly four-fifths of all Hispanics live in Spanish speaking households.¹³ Even though a child may appear to handle English well, if there is a language other than English spoken in his household or if his parents were never afforded the opportunity of solid English training, the child's language ability will be affected. Only appropriate testing by local school districts will ensure identification of this.

The first few years of every child's life are filled with the task of acquiring the skills and competencies that are needed for social life. Of these, competence in language is one of the most crucial. Every normal child in every known society, gains control of the language of his environment. Whatever language goals a society may set for itself can be achieved only if they take into account the language competence that the pupils bring to school.¹⁴

For many children, starting school means starting to learn a new language. The five or six years they have so far spent in acquiring competence in their home language seem wasted when they find their teachers, their school books, or fellow pupils using a different language. For them, "there is a language barrier, established by the school itself, that blocks their learning, discourages their efforts and reduces their chances of success in the educational system."¹⁵

Supreme Court Justice William O. Douglas stated that the imposition of a requirement that a child upon entering school must be competent in basic English skills is "to make a mockery of the public education system."¹⁶ And, the Supreme Court noted that 1970 HEW guidelines stated:

"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

Children from a lower socioeconomic class may also find themselves at a disadvantage due to their language. But such children have learned the variety of language to which they have been exposed, a variety with as much semantic richness, structural complexity, and potential for communication as any other. "There is no justification for the myth that these children speak no language, or an inferior one, or a debased and inaccurate form of standard language."¹⁷

We must provide all of our students, from every cultural background, with a "sense of dignity in the selves they bring with them into school, and then build on this by demonstrating the social, linguistic and cultural alternatives around them."¹⁸

Schools must be aware of the language or dialect background of their students, and must make it possible for students to acquire the standard language as quickly as possible. They must also develop sound and effective methods of English language instruction while keeping in mind that they are not simply teaching language but teaching students to use language.

A central task of the language education of minority children is to provide them with access to the general culture and economy. To do this, they need to effectively control the language of the society.¹⁹ A good English program gives students the skills they need to become part of the mainstream of the school. "It strengthens their assurance that what they are learning is useful to them now and not just at some vague future time, and this is intrinsically motivating."²⁰

Teachers have a crucial role to play in helping our country attain its goal of effectively educating all of its students and "enabling the tapestry which is America to become enriched and more colorful by the contributions which all citizens, including newcomers, can and will make to it, if given the opportunities."²¹

Professional leaders and our field and community resource persons must become increasingly aware of the fact that it is asking super-human efforts of teachers to work with English speaking children and language learners in the same classroom for the entire day with no assistance. A viable organizational pattern would be homogenous groupings of English language learners for intensive English instruction for a flexible period of time with a teacher well-trained in teaching English as a second language; with specially designed instructional materials; and with continuous evaluation of the learner's progress.²²

Recommendations

1) There is a great need for school administrators and teachers to be sensitized to the particular needs of the Hispanic community. In-service programs must be offered if teachers are to acquire the necessary understanding for working effectively with students whose language and culture differ from their own.

2) School counselors must be better prepared to deal with the Hispanic students. Students must be encouraged to attain the highest level of education possible. Careers where the Hispanic student's bilingual/bicultural background are essential and an advantage should be brought to their attention.

3) A concentrated effort is needed to recruit Hispanic teachers, administrators and counselors. They are essential as role models for Hispanic students and can act as a liaison between the students and the Anglo environment in which they exist.

4) The Missouri Department of Elementary and Secondary Education must have a program coordinator to assist school districts in meeting the challenge of educating children who are speakers of other languages. In 1976, of those children in Missouri schools identified by teachers as being "Limited English speaking" or "Non-English speaking", only 2 percent were enrolled in intensive English classes in school.²³ Resource materials need to be disseminated to school district personnel and advice and information given on private and federal assistance programs relating to this topic.

5) A thorough testing program should be done to identify children with limited English proficiency. We must recognize that languages other than English are spoken in the United States and that many children come to school not speaking English fluently. Teaching English to this group is a central responsibility of the American educational system. Middle class American culture assumes that its members will speak the standard language and it penalizes in various ways those who do not.²⁴

6) Workshops should be offered by the Missouri Department of Elementary and Secondary Education for school administrators and classroom teachers in methods of teaching language and cultural minority students and ways to recruit those already trained in the field.

Higher Education

Department of Higher Education figures show that in 1979 there were approximately 520 Hispanic students in our state's community colleges and 530 Hispanics in state universities. Though Hispanics increased their participation in Higher Education, they are still substantially underenrolled in undergraduate, graduate and professional courses of study. Hispanics in 1976-77 earned 4 percent of all associate degrees, but only 2 percent of all bachelor's and master's degrees awarded. Of all doctorates and 1st-professional degrees, 1.6 percent and 1.7 percent respectively were awarded to Hispanics.²⁵

Data collected by the Missouri Commission on Human Rights on graduates from Missouri's state colleges and universities in May-June 1979, show that of the reported 9,985 students receiving undergraduate or graduate degrees only 30 were Hispanics.

Attrition takes a high toll on Hispanic college students. A longitudinal study showed that over half of the Hispanic students nationwide who had entered colleges in 1972 had dropped out within four years as compared to a third of whites.²⁶

As of 1979, only a small number of Hispanic faculty and staff were employed by Missouri's state colleges and universities.

Recommendations

- 1) Strategies must be developed to better prepare Hispanic students for college. Adequate preparation at the elementary and secondary level is essential for success at the college level. One extremely important prerequisite is a sound grasp of basic English skills.
- 2) The recruitment of qualified Hispanic high school counselors who are sensitized to the particular needs of their Hispanic students is essential in providing the necessary direction and encouragement needed for these students to go on to post-secondary education.
- 3) Affirmative Action Program Administrators must address the problem of low enrollment of Hispanic students and endeavor to increase these numbers.
- 4) Recruitment of qualified Hispanic faculty members at institutions of Higher Education is necessary.
- 5) Institutions should be alerted to the spiraling need for teachers of limited English speakers or non-English speakers. Teacher preparation programs should be designed to include training in linguistics, cultural anthropology and methods of second language teaching.

Adult Education

Information gathered by the National Center for Education demonstrates that parental education is related to a child's progress through school. The higher the educational level of the parents, the less likely that the child is behind in school.²⁷ Available data show that only 41 percent of Hispanics over age 25 had completed high school compared with 67 percent of non-Hispanic adults.²⁸

Interviews revealed a substantial need for adult basic English training and GED courses. Many adults did not seek medical assistance for themselves or their children even in emergency situations because they were unable to communicate well. Others found it difficult to locate employment, housing and so on.²⁹

The cost of basic English courses is a factor. Interviews showed that when a family has several members who need English training it is difficult to pay even a small fee. Another factor is the location of the classes. Many persons, particularly the elderly and newly arrived, were fearful of traveling outside the familiar surroundings of their own neighborhood and found transportation a major problem in traveling any great distance.

One excellent program for post-secondary education is offered at a community center in a metro area in conjunction with a community college. It is entitled PACE - Project for Adult Continuing Education. An Associate of Arts degree may be earned in five semesters by enrolling in a block of three courses each semester. It is designed especially for working adults and the time and location of the classes make this program easily accessible. Those over 65 years old can attend free of charge and financial assistance is available to others.

Recommendations

- 1) Communities or local school districts need to institute GED programs for adults and in areas where those programs are already offered, minority populations must be especially encouraged to attend and treated with appropriate sensitivity when they do.
- 2) Adult basic English classes need to be offered in each community where the demand exists.
- 3) In situations where several members of the same family need English training provisions should be made to keep any cost as low as possible.

Employment

The State of Missouri as of December 31, 1979 employed 40,512 people, only 135 of whom were Hispanics. Apart from the Governor's Advisory Council, there were only three Hispanics on State boards and commissions.

State colleges and universities employ only a small number of Hispanics. Local School districts, even those with significant numbers of Hispanic students, have very limited numbers of Hispanics employed or none at all.

In March of 1979 the national unemployment rate for Hispanics was 8.7 percent compared to 6.1 percent for non-Hispanics.³⁰ While the unemployment rate for Hispanic Americans is higher than the national average during stable economic periods,³¹ this group is also likely to suffer disproportionately during periods of declining economic productivity.³²

Hispanics have a median income some \$2,000 less than that of all Americans with the same amount of education. In 1977, 20 percent of all Hispanic families had incomes below the poverty level compared with 9 percent for non-Hispanic families.³³ A federal government study concluded that these income differentials undoubtedly reflect to some degree the discrimination in hiring and promotion which confronts Hispanic workers.

The Commission noted that employment discrimination is not only the result of isolated instances of prejudice but of seemingly neutral practices such as word-of-mouth recruitment systems and employment tests, which have had a far more adverse impact on minority groups.

A common theme emerged as people interviewed across the state stated they: 1) had experienced problems in locating employment; 2) they were consistently passed over in white collar job selections; 3) they experienced very little upward mobility; and 4) they at times were harassed by employers because of their ethnic background.³⁴ Reasons given for this included: 1) racial prejudice; 2) lack of educational opportunities; 3) language problems.

A recurring barrier to Hispanic employment and promotion is language. Limited ability to speak and understand English severely handicaps one in relation to his mobility in the job market. Many miss out on services to which they are entitled simply because of the seeming complexity of necessary forms which must be filled out. Many Hispanics are working at jobs far lower than what they have been trained to do because they do not have a good command of English.

Language has also been used as an excuse for discrimination in job hiring or the lack of upward mobility in a profession. There are clearly cases in which someone's ability to use a language is a reason not to hire him; in such cases, teaching him the language should solve the problem. But, there are many other cases in which language is used as an excuse for not hiring someone.³⁵

Recommendations

1) The state must review its hiring and promotion practices. Increased numbers of qualified Hispanics should be employed and Hispanics considered for state boards and commissions.

2) State personnel officers need to be sensitized to the problems encountered by Hispanics in securing employment.

3) A stronger data base must be developed to provide knowledge of the social and institutional processes affecting Hispanic employment outcomes.

4) A mechanism needs to be established utilizing existing Hispanic organizations and other means for notifying Hispanics of state employment opportunities.

5) Local school districts should be encouraged to participate in federally funded vocational programs which are designed to teach occupational skills along with basic English language skills.

6) The recruitment and retention of qualified Hispanics as personnel officers and in policy-making positions is essential. Only through such a conscious, results-oriented program can the entire affirmative action effort most positively influence communications between government and the Hispanic community.

Health Care Services

The Health Care area is one which deserves considerable study. Hispanics are not participating in established programs though an apparent need exists for them to do so and, as taxpayers, they are paying for these services. Interviews showed that Hispanics often did not seek out medical attention because of their unfamiliarity with potential health care programs.³⁶ Others simply could not afford even a minimal charge for care and still others did not seek help because of their limited English speaking ability.³⁷

Another person interviewed did not report a serious injury received while on the job for fear of losing his job. He was not aware of the medical benefits afforded him in his occupation.³⁸ New arrivals to the state need to be informed, as to eligibility requirements for established programs.

Research done by the University of Missouri-Kansas City Center for Aging Studies shows that language is often a barrier for participation in established programs by older Hispanics. They are often unaware of the existence of available services. Many of those who were able to locate assistance centers were dependent on friends or relatives to go along and interpret for them.³⁹

Another significant fact documented by the UMKC study is that 71.1 percent of those interviewed were subsisting on incomes below \$7,000. Almost all aspects of living, including health care services which involved payments, are impacted by this severe financial situation.

Recommendations

1) Qualified bilingual/bicultural personnel who are sensitive to the needs of the Hispanic community need to be recruited and hired to disseminate information on available state programs and assist eligibles in finding appropriate assistance.

2) Minority professionals need to be hired in order that community concerns can be effectively considered in policy-making discussions.

- 3) A comprehensive study needs to be undertaken to accurately determine the needs of this growing population in relation to the successful delivery of health care services.
- 4) For successful programs, planners must consider such issues as: what cultural values need to be taken into account (if any) in providing health information to the community and how the community outreach efforts can be tailored to have an impact on a community with limited English proficiency.
- 5) Statistics need to be collected by Health Care agencies to provide input necessary for effective program planning.

Housing

Residential housing at an affordable price is a growing problem. Encroachment of industry in the metro areas where the majority of Hispanics reside seriously restricts the amount of land available for residential use. Much of the available rental housing is old and dilapidated and unkept by landlords.

Interviews conducted show that inability to speak English well leads to increased problems for those searching for housing. They are often unable to locate appropriate units and subsequently have considerable difficulty understanding necessary contracts.⁴⁰

Neighborhood conditions showing neglect by local entities often force the community into an isolationist situation. Local involvement by Hispanics is vital for an understanding of the effect of the denial of basic services. One metro neighborhood organization has been very active in voicing concern to city authorities over vacant, hazardous dwellings. A survey conducted by this group of some 41 vacant homes revealed that the majority of the homes were owned by persons living outside of the neighborhood. Steps were then taken to begin to resolve this situation. Another neighborhood group is involved in new housing programs. Financial and advisory assistance are given and the program is proving to be quite successful.

Ground was broken recently for a Department of Housing and Urban Development housing complex for the elderly in Kansas City. A first of its kind, the project was developed by Hispanics, was designed by a Hispanic architect and will be constructed by a prime contractor who is Hispanic.

Recommendations

- 1) A prerequisite to a successful housing assistance plan is involvement of the community it serves. This must be a part of any successful project in this State.
- 2) There is a need to recruit and train college age Hispanic students to work with universities and colleges which have strong academic programs in urban management. A National Hispanic Field Service Program has been initiated by the Department of Housing and Urban Development and other federal agencies to identify, recruit and prepare Hispanic graduate students for public service. The program is conducted in conjunction with various universities. Given the size and anticipated growth of Missouri's Hispanic population, it would seem appropriate for this State to become involved in such a program.
- 3) Research needs to be done in the area of the housing needs of the Hispanic community. Information gained from such a study would be of great assistance in future planning.

Economic Development

In the last ten years considerable progress has been made nationwide in Hispanic business enterprise. Hispanics own a quarter of a million of the nation's business and manufacturing firms. The latest U.S. Department of Commerce's Census Bureau report shows a 53 percent increase from 1972 to 1977 of Hispanic-owned firms. Receipts for those firms were \$10.4 billion, a 75 percent increase over the five year period.

There are more than 5,600 Hispanic-owned manufacturing firms in the United States. Receipts of those firms amounted to nearly \$882 million. The number of manufacturing firms increased from 1972 by 48 percent. The number of Hispanic-owned manufacturing firms with paid employees is reported at 2,698, with an annual payroll of approximately \$195 million. Gross receipts for those firms came to \$826 million. The report confirmed that most Hispanic firms are small businesses, although more than 400 firms had \$1 million or more in receipts.

The Minority-Owned Business Enterprise Survey, taken from 1977 census data, showed that in the State of Missouri, 380 firms were owned by persons of Spanish origin with gross receipts of \$15,656,000. The Kansas City Metropolitan Area had 264 firms with gross receipts totaling \$9,087,000 and the St. Louis Metropolitan Area had 191 firms with gross receipts totaling \$8,886,000.⁴¹

Recommendations

- 1) A concerted effort should be made by the state's Division of Economic Development to inform the Hispanic community of existing programs which would be of assistance in the formation of new business enterprises.
- 2) Data should be collected relevant to the (success/failure) of Hispanic businesses so that potential problems may be addressed.
- 3) Workshops dealing with problems unique to minority-owned businesses should include topics of relevance to the Hispanic community.

Administration of Justice

Little data is available in the area of administration of justice as it specifically relates to the Hispanic population in Missouri. As this population continues to grow, there will be an increasing need for this data. A demand apparently exists for Spanish-speaking attorney and further recruitment of college students to train for this profession is important.

One major area of concern in the justice field is that of court interpreters. Missouri has no law which requires a court interpreter for a defendant in state courts. In federal courts, federal law not only mandates that a court interpreter be provided but requires that interpreters pass an examination in order to be certified. Surrounding states in the midwest are moving in this direction.

Many Hispanic defendants now appear in court either without an attorney at all or with a non-Spanish speaking attorney. Reasons posited for this include: the lack of knowledge that Spanish-speaking attorneys are available, the fear of legal costs, the belief that the non-Spanish speaking attorney is more competent or that he enjoys more camaraderie with the judge or prosecutor, and so on.⁴²

Language is a problem for many elderly Hispanics and newly arrived persons. Their inability to understand English well or to communicate in the language has allowed others to take advantage of them, even convincing them to sign legal documents which they do not understand.⁴³

A Spanish-speaking attorney who is sensitive to the cultural background of Hispanics is also important in dealing with cases of alleged discrimination. Most such cases are never reported and of the ones reported most charges are dropped before the case ever goes to court. Even in cases of alleged police brutality, many refuse to press charges or will wait too long to seek redress. Cultural attitudes affecting this may include the "patrón" attitude, that is, if the pursuit of some legal right involves some "authority" on the opposite side, then the matter seems not to be pursued vigorously, if at all; or the attitude of some Hispanic males that because they are honorable men the judge will believe their story without the need of witnesses and facts, that their testimony will suffice.⁴⁴

The one area where Hispanics will seek positive action is that of immigration. Their desire to become "legal" citizens appears to override other historical, sociological and attitudinal considerations. Interviews conducted revealed considerable frustration on the part of those who were involved in this process.⁴⁵ Some perceived the authorities to be careless and insensitive in their attitudes and actions towards Hispanics.

Increased numbers of Hispanics on local police forces in some areas are having a positive effect in reducing the alleged instances of harassment and brutality previously reported. Greater numbers of Hispanics in state and local law enforcement agencies should be a growing priority.

"Equal protection under the 14th amendment is provided to any identifiable group in the community which may be subject to prejudice." This equity is a key to justice for all residents of the State of Missouri.

Recommendations

- 1) Information regarding the Administration of Justice in Missouri as it relates to Hispanics should be compiled.
- 2) Hispanic citizens should be encouraged to report cases of prejudicial treatment by justice officials.
- 3) Qualified Hispanics should be recruited and hired in key positions in the justice area and authorities encouraged to continue the increased hiring of Hispanics by state and local enforcement agencies.
- 4) Legislation should be passed providing for court interpreters at the state level, as is done in federal courts, to assist non-English speakers or limited English speakers in receiving equal treatment under the law.

FOOTNOTES*

¹Henry P. Pachon, "Hispanics in Local Government: A Growing Force," Public Management, (October 1980), p. 2.

²U. S. Department of Commerce, Bureau of the Census, Persons of Spanish Origin in the United States : March 1978, Current Population Reports, Series P-20, No. 339 (Washington, D.C., 1979).

³U. S. Department of Health, Education and Welfare, National Center for Education Statistics, Place of Birth and Language Characteristics of Persons of Hispanic Origin in the United States: Spring 1976, No. 78-135, (Washington, D.C., 1976).

⁴U. S. Department of Commerce, 1979.

⁵Ibid.

⁶Office of Administration, State of Missouri, 1979.

⁷George Brown, et al., National Center for Education Statistics and Michael Olivas, LULAC, National Education Service Centers, Inc., The Condition of Education for Hispanic Americans, (Washington, D.C., 1980).

⁸U. S. Department of Health, Education and Welfare, National Institute for Education, Minority Students: A Research Appraisal, (Washington, D.C., March 1977).

⁹Personal information received from Westside Education Task Force, Kansas City, 1980.

¹⁰U. S. Department of Health, Education and Welfare, National Center for Education Statistics, "Bulletin 78B-5," Dorothy Waggoner, (Washington, D.C., 1978).

¹¹Maria Elena and Peter Singelmann, "Language Problems in the Mexican-American Community of Kansas City," unpublished interviews, 1980.

¹²Roger D. Abrahams and Rudolph C. Troike, eds., "Introduction," Language and Cultural Diversity in American Education, (Englewood Cliffs, N.J., 1972), p. 3.

¹³Brown, et al., p. 4.

¹⁴Bernard Spolsky, ed., "Introduction," The Language Education of Minority Children, (Rowley, MS., 1972), p. 1.

¹⁵Ibid., p. 3.

¹⁶"Opinion of the United States Supreme Court, Lau vs. Nichols, October 1973."

¹⁷Spolsky, p. 4.

¹⁸Abrahams and Troike, p. 6.

¹⁹Mary Finocchiaro, "Teaching English to Speakers of Other Languages: Problems and Priorities in the Language Education of Minority Children," The Language Education of Minority Children, Bernard Spolsky, ed., (Towley, MS., 1972), p. 125.

²⁰Ibid., p. 128.

²¹Ibid., p. 138.

²²Ibid., p. 133.

²³Brown, et al., p. 56.

²⁴Arnold H. Leibowitz, Educational Policy and Political Acceptance, ERIC Clearinghouse for Languages and Linguistics, Center for Applied Linguistics, (Washington, D.C., 1971).

²⁵U. S. Department of Health, Education and Welfare, National Center for Education Statistics and Office for Civil Rights, Earned Degrees Survey, 1976-77, Special tabulations, (Washington, D.C., 1978).

²⁶U. S. Department of Health, Education and Welfare, National Center for Educational Statistics, National Longitudinal Study of the High School Class of 1972, A Capsule Description of Young Adults Four and One-Half Years after High School, by Bruce Eckland and Joseph Wisenbaker, (Washington, D.C., February 1979).

²⁷U. S. Department of Health, Education and Welfare, National Center for Education Statistics, Survey of Income and Education: Spring 1976, Special tabulations (Washington, D.C., 1976).

²⁸"Federal Report," State Government News, October 1980.

²⁹Singelmann, "Language Problems in the Mexican-American Community of Kansas City, pp. 1, 3, 5-9; Martha Doty-Davis, "Interviews Conducted in the Hispanic Community of St. Louis," unpublished interviews, 1980, pp. 7, 13-14.

³⁰U. S. Department of Commerce, Bureau of the Census for Bureau of Labor Statistics, Workers of Spanish Origin: A Chartbook, Current Population Survey, (Washington, D.C., 1978).

³¹Roberta V. McKay, "Americans of Spanish Origin in the Labor Force: An Update," Monthly Labor Review, September 1976, pp. 3-6.

³²U. S. Department of Commerce, Bureau of the Census, Persons of Spanish Origin in the United States: March 1978, Current Population Survey, Series P-20, No. 328, (Washington, D.C., 1978).

³³U. S. Equal Employment Opportunity Commission, Eliminating Discrimination in Employment: A Compelling National Priority, (Washington, D.C., July 1979).

³⁴Singelmann, p. 2; Doty-Davis, pp. 1-2, 4, 8, 11-12.

³⁵Bernard Spolsky, "The Limits of Language Education," The Language Education of Minority Children, (Rowley, MS., 1972), p. 194.

³⁶Doty-Davis, p. 14.

³⁷Singelmann, pp. 3, 5-6; Doty-Davis, pp. 5, 7, 12.

³⁸Singelmann, p. 6.

³⁹Singelmann, pp. 3, 5-6, 8; Doty-Davis, pp. 7, 14.

⁴⁰Singelmann, pp. 6-7.

⁴¹U. S. Department of Commerce, Bureau of the Census, 1977 Survey of Minority-Owned Business Enterprise, (Washington, D.C., 1980).

⁴²Information received in a report prepared by Anthony B. Ramirez, Attorney at Law, December 1980.

⁴³Mr. Ramirez notes the case of an elderly Hispanic lady of limited English speaking ability who had been induced to prepare a will and trust that excluded her heirs (Puerto Ricans) and named her Anglo neighbors. After her niece discovered what had occurred, legal action was taken and the trust was revoked and the will redrafted.

⁴⁴Information received from Anthony Ramirez.

⁴⁵Singelmann, p. 4; Doty-Davis, pp. 8-11.

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